



Week 3 Assignment

Policies, Audits, and Practices

Overview

A Curriculum Management Audit is a structured approach to organizational analysis, policy direction, curriculum quality and equity, and systemic use of feedback to determine a school or school district's effectiveness in promoting student achievement. An important part of such an audit is the evaluation of the teacher's editions of textbooks and curriculum guides.

In your previous assignments, you suggested improvements to the local provisions of the TEA learning system and collected data to begin making decisions for a learner-centered staff development session. In the Week 2 assignment, you created a preliminary agenda for the learner-centered staff development. This week, you will locate and evaluate local Board of Education policies related to curriculum and instruction, describe the five Curriculum Management Audit standards, and conduct an audit activity that you will incorporate into the learner-centered staff development session that you are planning.

This week, you should:

- describe and critique the policy of a school board in regard to curriculum and instruction and its management.
- apply the principles of curriculum management auditing in evaluating the policies and practices of a school district.

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Rubric

Use the following rubric to guide your work.

Tasks ↓	Accomplished	Proficient	Unacceptable
Part 1: Evaluating Board of Education Policy	Effectively demonstrates the ability to navigate a school district Web site by locating board policy related to curriculum and instruction, and composes in-depth responses to 3 questions about the policies. (3 points)	Demonstrates the ability to navigate a school district Web site by locating board policy related to curriculum and instruction and answers 3 questions about the policies. (2 points)	Does not demonstrate the ability to navigate a school district Web site and does not respond to, or makes only minimal response, to questions about policies. (0 points)
Part 2: Curriculum Management Audit	Comprehensively completes a table describing 5 Curriculum Management Audit standards, makes suggestions for school improvement on each standard, and composes in-depth answers to 3 questions about the audit. (3 points)	Completes a table describing 5 Curriculum Management Audit standards, makes suggestions for school improvement on each standard, and answers 3 questions about the audit. (2 points)	Does not complete a table describing 5 Curriculum Management Audit standards, make suggestions for school improvement on each standard, or answer questions about the audit. (0 points)
Part 3: Auditing a TE or Curriculum Guide	Effectively uses 5 criteria to evaluate a TE or curriculum guide for the content area/objective selected for the learner-centered staff development, and composes in-depth answers to 2 questions about the evaluation. (3 points)	Uses 5 criteria to evaluate a TE or curriculum guide for the content area/objective selected for the learner-centered staff development and answers 2 questions about the evaluation. (2 points)	Does not evaluate a TE or curriculum guide or answer questions about the evaluation. (0 points)
Mechanics	Few or no errors in grammar, spelling, or punctuation. (1 point)		Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation. (0 points)

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Week 3 Assignment: Application Assignment Policies, Audits, and Practices

Part 1: Evaluating Board of Education Policy

This week's assignment has three parts. In Part 1, you will locate and report on your school district's policies related to curriculum and instruction. Because each school district sets up its Web site in its own way, this will require you to explore the site to find the relevant information.

Directions:

Go to your school district's Web site. Locate and access the policies of the local Board of Trustees. Look specifically at policies related to curriculum and instruction.

- Read and study the policies.
- Answer the following questions about your district's policies.

Does school district policy contain provisions for curriculum and instruction? Explain.

Based on what you have learned about state law and the TEA learning system, is your district's policy comprehensive enough? Does it make specific requirements about curriculum and instruction, or is it vague and general? Cite specific policy to strengthen your argument.

Refer back to your suggested improvements for local provisions in the TEA learning system from your Analysis Assignment. Did any of your suggestions relate to board policy? Review the Week 1 article, "Develop Statewide Curriculum Guides and Increase Local Accountability of Curriculum Management."

If given the opportunity, how would you change board policy to strengthen curriculum and instruction in your school district?

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Part 2: Curriculum Management Audit

In Part 2 of the assignment, you will describe the five standards of the Curriculum Management Audit.

Directions:

Review the Week 3 lecture and readings about Curriculum Management Audits.

Demonstrate your knowledge of the Curriculum Management Audit process by completing the following table.

Standard	Standard Title	How a School District or School Demonstrates the Standard	My Suggestion for Improvement
One			
Two			
Three			
Four			
Five			

How can curriculum management auditing improve curriculum and instruction in a school or school district?

Would you recommend that a Curriculum Management Audit be conducted at your campus? Why or why not?

Are there ideas from the Curriculum Management Audit process that you might include in the staff development you are planning? Explain.

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Part 3: Auditing a TE or Curriculum Guide

In Part 3 of the assignment, you will select the teacher edition of a textbook or a curriculum guide for the content area that you are covering in your planned staff development session. You will use a modified version of the 15-point scale developed by researcher Fenwick W. English to evaluate the document.

Directions:

Carefully review the teacher's edition or curriculum guide.

Rate the guide by typing the score for each criterion in the table.

0 = No mention

1 = Vague mention

2 = Basic information

3 = Clear, specific, well-delineated information

Total the score, and answer the questions related to the table.

Content Area:	Grade Level:		TE or Guide Title:	
Criteria	Points			
	0	1	2	3
Are objectives clear and specific?				
Are the curriculum and assessments aligned?				
Does the curriculum provide specific prerequisite skills?				
Does the curriculum match resources and objectives?				
Does the curriculum provide examples for implementation in the classroom?				
			Total Score	

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What is the value in evaluating teacher's editions and/or curriculum guides? How can such evaluations improve instruction?

Would this activity meet the specified criteria for the learner-center staff development session you are planning? How do you plan to incorporate the activity into your staff development agenda? Explain.